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From Pitch to Console: Exploring the Role of Football eSports in the Development of Young Footballers

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Abstract

Objectives. The study aimed to analyse the impact of football eSports on the perceptions of young footballers, focusing on the key components, namely motivation, technical and tactical skill development, and career choices in the football context.

Materials and methods. Forty-two young footballers playing both traditional football and football videogames took part in the study. Participants were administered an ad hoc questionnaire divided into three sections: sample identification, impact of eSports on aspirations and perspectives, and relationship between digital and traditional practice. Statistical analysis included Fisher's exact test and Chi-square.

Results. The results show that 57.1 % of subjects reported an increase in motivation, especially in adolescence. Furthermore, 73.9 % perceived an improvement in football-related cognitive skills, with a positive influence on actual performance (69 %). Significant relationships were observed between hours spent playing videogames and the perceived enhancement in cognitive skills ($p = .001$), motivation ($p = .032$) as well as the influence on career choices of the latter ($p = .010$).

Conclusions. It is clear from the study that football eSports offer a valuable support to the traditional sporting pathway by stimulating motivation and tactical skills. In addition, this sport of the digital generation can be integrated into the training of young footballers to foster their development and achievement.

Keywords: cognitive skills, football, videogames, questionnaire.

Introduction

The official recognition of eSports by the International Olympic Committee (IOC) on 28 October 2017 marked a major turning point in the global sporting landscape (International Olympic Committee, 2017). Furthermore, the IOC, in cooperation with several international sports federations, organised the first official demonstration event called Olympic Esports Week, held in 2023 in Singapore. This event represented a significant step in the integration of eSports into the mainstream Olympic context, highlighting the growing recognition of eSports as a structured and regulated form of competition (Hallmann & Giel, 2018). The IOC subsequently announced that the first eSports Olympics will be held in Saudi Arabia in 2025, in line with the growing focus on the development of eSports globally, both as a cultural phenomenon and as an economic opportunity (Taylor, 2012). To this end, the IOC and Saudi Arabia signed a 12-year cooperation agreement, which could act as a catalyst for further development and investment in eSports, not only in the Middle East region but also on an international scale (Jenny et al., 2017). This historic decision opened the door to several virtual competitions involving millions of fans worldwide (Scholz & Barlow, 2019). The eSports represent a cultural and

sporting revolution that could offer several benefits to young athletes (Sannicandro & Raiola, 2021). Firstly, the practice of eSports requires the development of cognitively loaded motor skills that relate to strategic thinking, decision making, problem solving and hand-eye coordination (Beres & Klarkowski, 2024). Studies conducted by Himmelstein et al. (2017) have shown that professional eSports players possess reaction times like those of traditional elite athletes, highlighting the intense cognitive training required by these sports. These skills not only improve performance in virtual games but can be transferred to other every day and sporting activities that are also cognitively loaded (Giardullo et al.,2024), also increasing understanding of game rules (D'Isanto et al., 2021). Furthermore, eSports promote core values such as discipline, perseverance and teamwork (DiFrancisco-Donoghue et al., 2022). A longitudinal study by Trotter et al. (2020) found that young participants in eSports develop higher levels of self-control and stress management, qualities often neglected in traditional sports. Young athletes participating in eSports competitions often have to train consistently, set goals and work together with their teammates to achieve success (Nagorsky & Wiemeyer, 2020; Raiola, 2015). These training elements are crucial for personal development, helping to create more resilient, resilient and determined individuals (Esposito, 2024; Raiola, 2017). The expansion of eSports has also had a significant impact in terms of inclusiveness and accessibility (Białecki et al., 2023). Unlike sports, which can require considerable physical and financial resources, eSports offer a growing number of young people the opportunity to compete globally with a relatively modest investment (dos Santos et al., 2018). According to Witkowski (2012), access to eSports represents a cultural revolution, as it allows players from disadvantaged areas to enter world-class competitions, reducing the inequalities present in traditional sports. This democratisation of sport allows talent to emerge regardless of their socio-economic background (Esposito et al., 2020a). Among the most popular and most played videogames are football videogames, which not only evoke the enthusiasm of the crowds in real stadiums but have evolved into a highly technological and competitive form of entertainment and competition, where anyone can reproduce traditional game actions in the virtual environment (Hetrick & Crecelius, 2024). Such videogames not only faithfully recreate the experience of the traditional game but also serve as tools that can enhance the tactical and strategic component of players (Mazza, 2021). Athletes can use these platforms to analyse different game situations, experiment with formations and strategies, and improve their overall view of the field (Esposito et al.,2020b). These videogames can also stimulate interest in playing traditional football (D'Elia, 2023). Many young people, attracted by the virtual game experience, may be inspired to try football on the field, discovering a passion for the sport that may not otherwise have been explored (McNulty et al., 2023). At the same time, in the current context of football practitioners, there is growing uncertainty regarding the choice between the traditional practice of football and the opportunity offered by football eSports. This situation raises questions about the impact that the practice of football eSports may have on the career aspirations, application of technique and tactics, motivation and cognitive abilities of young football practitioners.

Purpose of the research – the present study seeks to investigate the impact of football eSports on the perceptions of young football players. Specifically, it explores how virtual football practice may influence their motivation, technical and tactical development, and career choices within the sport. By examining these dimensions, the study aims to contribute to a deeper understanding of the intersection between traditional and digital sports practices in youth athlete development.

Materials and Methods

Study Participants

Forty-two football athletes participated in the study, of which 29 males and 13 females, ranging in age from 5 to 19 years. The choice of such a heterogeneous sample was motivated by the desire to investigate how the use of videogames for recreational purposes can influence athletes with different demographic and developmental characteristics, better reflecting the diversity of the young football players population. All participants were involved in football activities, belonging to youth sections of different sports clubs. This variety was considered a strength, as it allows for the exploration of differences and similarities in the approach to videogames in relation to the football context. For younger athletes (5-8 years and 9-12 years), the support of parents or legal guardians was required, both for participation and for understanding the instructions given during the study.

Study Organization

The sampling method used in this study was a convenience sampling strategy, based on the accessibility and availability of participants who were already involved in football activities through various youth clubs. After choosing the target population, data collection was carried out taking into account both the methodological implications and the available economic and human resources. Based on this, it was decided to administer a questionnaire, the drafting of which was based on the conceptual dimensions and related indicators identified during the definition of the research objective and on the outcomes of the specific literature review. An ad hoc questionnaire was developed via Google Forms and sent to the study participants via e-mail and social media. The questionnaire is structured in 15 questions, divided into three parts or sections. The first part of the questionnaire is dedicated to the identification of the sample of participants, gathering information that is fundamental to the context of the study. In the second part, the focus is on analysing the impact of football videogames on young footballers' aspirations and perspectives, exploring how interest in gaming can influence their sporting choices and ambitions. Finally, the third part of the questionnaire focuses on the relationship between football videogames and actual football practice, examining whether and how the experience in digital games can interact with physical activity and traditional competitions. Prior to the main research phase, a pilot phase was conducted with a small group of participants to assess and optimise the clarity and relevance of the questionnaire questions. The feedback gathered during this phase guided targeted changes that led to the final version of the questionnaire. The questionnaire is depicted in Table 1.

All subjects gave their informed consent for inclusion before participating in the study. The study was conducted

Table 1. Questionnaire submitted to athletes

Questions:	Answer 1	Answer 2	Answer 3	Answer 4
1. In what age range do you place yourself?	5-8 years old	9-12 years old	13-16 years old	From 17 years upwards
2. Gender:	Male	Female		
3. How long have you been playing football?	Less than a year	1-3 years	3-6 years	More of 6 years
4. Do you play or have you ever played football videogames (at least once in your life)?	Yes	No		
5. If yes, how much time do you spend, on average, each week on football videogames?	Less than an hour	1-3 hours	3-6 hours	More than 6 hours
6. Do you feel that playing football videogames positively influences your motivation to play football?	For Nothing	A little	Fairly	Very
7. In your opinion, has playing football videogames improved your football-related cognitive skills (e.g. game vision, timing, strategy)?	For Nothing	A little	Fairly	Very
8. Have you ever considered a professional career in football eSports?	Yes	No		
9. What is your main objective in playing football videogames?	For pure enjoyment	To improve my technical skills in traditional football	To improve my tactical skills in traditional football	
10. Do you think playing football videogames can influence your career choices in football?	For Nothing	A little	Fairly	Very
11. What is your overall assessment of the effect of football videogames in youth sports?	Very Negative	Negative	Positive	Very Positive
12. Do your parents limit the time you can spend playing football videogames?	No, not at all	Not very much	Yes, a little	Yes, a lot
13. Do you enjoy playing traditional football or football videogames more?	Traditional football	Football video games	Both equally	
14. Do you think football videogames help you learn new tactics that you can use during traditional matches?	For Nothing	A little	Fairly	Very
15. How important do you think it is to balance time between playing football videogames and exercising?	For Nothing	A little	Fairly	Very

in accordance with the Declaration of Helsinki. According to Regulation (EU) 536/2014 and Directive 2001/20/EC, research that poses minimal risks to participants may be exempt from formal ethical review as it does not involve invasive or experimental interventions. Furthermore, according to Legislative Decree No. 211 of 24 June 2003, research that does not entail significant risks and is aimed solely at improving teaching practices.

Statistical Analysis

To validate the questionnaires, internal consistency was first assessed by means of Cronbach's α coefficient and the corresponding 95 % confidence intervals (CI). A Cronbach's α of 1 indicated perfect reliability, while a threshold value of 0.70 indicated acceptable internal consistency. Subsequently, the descriptive statistics were represented in percentages (%), reflecting the distribution of responses for each of the fifteen questions in the questionnaire. To examine the relationships between categorical variables and determine their significance, Fisher's exact test was used, chosen for its effectiveness in analysing non-parametric and small sample size data. The analysis was conducted using the Statistical Package for Social Science software (IBM SPSS Statistics for Windows, version 25.0, IBM, SPSS Inc., Armonk, NY, USA).

Results

Once the questionnaire was administered, the answers to it were analysed. This is shown in Table 2.

From the answers given by the sample to the questionnaire, it can be seen that 45.2 % are in the age range 13-16 years, 26.2 % from 17 years upwards, 19 % in the range 9-12 years and finally 9.6 % in the range 5-8 years. Of this sample of athletes, 69 % are male and the remaining 31 % female. To question 3 'How long have you been playing football?' 45.2 % answered more than 6 years, 28.6 % from 1-3 years and the remaining 26.2 % from 3-6 years.

Table 2. Questionnaire responses

Questions:	Answer 1	Answer 2	Answer 3	Answer 4
1. In what age range do you place yourself?	5-8 years old	9-12 years old	13-16 years old	From 17 years upwards
Frequency	4	8	19	11
Percentage	9.6 %	19 %	45.2 %	26.2 %
2. Gender:	Male	Female		
Frequency	29	13		
Percentage	69 %	31 %		
3. How long have you been playing football?	Less than a year	1-3 years	3-6 years	More of 6 years
Frequency	0	12	11	19
Percentage	0	28.6 %	26.2 %	45.2 %
4. Do you play or have you ever played football videogames (at least once in your life)?	Yes	No		
Frequency	42	0		
Percentage	100 %	0		
5. If yes, how much time do you spend, on average, each week on football videogames?	Less than an hour	1-3 hours	3-6 hours	More than 6 hours
Frequency	13	10	14	5
Percentage	31 %	23.8 %	33.3 %	11.9 %
6. Do you feel that playing football videogames positively influences your motivation to play football?	For Nothing	A little	Fairly	Very
Frequency	2	10	24	6
Percentage	4.8 %	23.8 %	57.1 %	14.3 %
7. In your opinion, has playing football videogames improved your football-related cognitive skills (e.g. game vision, timing, strategy)?	For Nothing	A little	Fairly	Very
Frequency	1	10	18	13
Percentage	2.4 %	23.8 %	42.9 %	30.9 %
8. Have you ever considered a professional career in football eSports?	Yes	No		
Frequency	16	26		
Percentage	38.1 %	61.9 %		
9. What is your main objective in playing football videogames?	For pure enjoyment	To improve my technical skills in traditional football	To improve my tactical skills in traditional football	
Frequency	21	6	15	
Percentage	50 %	14.3 %	35.7 %	
10. Do you think playing football videogames can influence your career choices in football?	For Nothing	A little	Fairly	Very
Frequency	8	9	20	5
Percentage	19 %	21.4 %	47.6 %	11.9 %
11. What is your overall assessment of the effect of football videogames in youth sports?	Very Negative	Negative	Positive	Very Positive
Frequency	2	1	26	13
Percentage	4.8 %	2.4 %	61.9 %	30.9 %
12. Do your parents limit the time you can spend playing football videogames?	No, not at all	Not very much	Yes, a little	Yes, a lot
Frequency	17	4	17	4

Table 2 (continued)

Questions:	Answer 1	Answer 2	Answer 3	Answer 4
Percentage	40.5 %	9.5 %	40.5 %	9.5 %
13. Do you enjoy playing traditional football or football videogames more?	traditional football	Football video games	Both equally	
Frequency	21	4	17	
Percentage	50 %	9.5 %	40.5 %	
14. Do you think football videogames help you learn new tactics that you can use during traditional matches?	For Nothing	A little	Fairly	Very
Frequency	1	5	29	7
Percentage	2.4 %	11.9 %	69 %	16.7 %
15. How important do you think it is to balance time between playing football videogames and exercising?	For Nothing	A little	Fairly	Very
Frequency	1	2	8	31
Percentage	2.4 %	4.8 %	19 %	73.8 %

Table 3. Relationship between questions

Questions	p-Value
5. If yes, how much time do you spend, on average, each week on football videogames?	
7. In your opinion, has playing football videogames improved your football-related cognitive skills (e.g. game vision, timing, strategy)?	.001
6. Do you feel that playing football videogames positively influences your motivation to play football?	
5. If yes, how much time do you spend, on average, each week on football videogames?	.032
6. Do you feel that playing football videogames positively influences your motivation to play football?	
10. Do you think playing football videogames can influence your career choices in football?	.010

Continuing with question 4 'Do you play or have you ever played football videogames (at least once in your life)?' It was found that 100 % of the sample responded with yes. Question 5 'If yes, how much time do you spend on average, each week on football videogames?' 33.3 % responded with 3-6 hours, 23.8 % with 1-3 hours, 31 % with less than an hour and the remaining 11.9 % with more than 6 hours. Subsequently to question 6 'Do you feel that playing football videogames positively influences your motivation to play football?' it turns out that 57.1 % responded fairly, 23.8 % with a little, 14.3 % with a lot and the remaining 4.8 % with not at all. In question 7 'In your opinion, has playing football videogames improved your football-related cognitive skills (e.g. game vision, timing, strategy)?' 42.9 % answered fairly, 30.9 % answered very, 23.8 % answered a little and the remaining 2.4 % answered for nothing. In question 8 'Have you ever considered a professional career in football eSports?' 61.9 % answered no, 38.1 % answered yes. Continuing with question 9 'What is your main objective in playing football videogames?' 50 % answered for pure enjoyment, 35.7 % answered to improve my tactical skills in traditional football and the remaining 14.3 % answered to improve my technical skills in traditional football. Question 10 'Do you think playing football videogames can influence your career choices in football?' 47.6 % answered fairly, 21.4 % answered a little, 19 % answered for nothing and the remaining 11.9 % answered a very. Subsequently to question 11 'What is your overall assessment of the effect of football videogames in youth sports?' 61.9 % responded with positive, 30.9 % with very positive, 4.8 % with very negative and the remaining 2.4 % with negative. In question 12 'Do your parents limit the time you can spend playing football videogames?' for the answers yes a little and no, not at all answered 40.5 % respectively, while for not very much and yes, very much answered 9.5 % for each question mentioned. In question 13 'Do you enjoy playing traditional football or football videogames more?' 50 % responded with traditional football, 40.5 % with both equally, and only 9.5 % with football videogames. In question 14 'Do you think football videogames help you learn new tactics that you can use during traditional matches?' 69 % answered fairly, 16.7 % answered very, 11.9 % answered a little and the remaining 2.4 % answered for nothing. Finally, to question 15 'How important do you think it is to balance time between playing football videogames and exercising?' 73.8 % responded with a lot, 19 % with fairly, 4.8 % with a little and the remaining 2.4 % with for nothing. With Chi-Quadro analysis, several qualitative relationships were found. First, there is a significant relationship between the question 5 'If yes, how much time do you spend, on average, each week on football videogames?' and question 7 'In your opinion, has playing football videogames improved your football-related cognitive skills (e.g. game vision, timing, strategy)?', with a $p = .001$. The second significant relationship found is between question 6 'Do you feel that playing football videogames positively influences your motivation to play football?' and question 5 'If yes, how much time do you spend on

average, each week on football videogames?' with p = .032. An additional significant relationship was found between question 6 'Do you feel that playing football videogames positively influences your motivation to play football?' and question 10 'Do you think playing football videogames can influence your career choices in football?' with P=.010. This is represented in Table 3.

Discussion

The results show that 100 % of the participants have played football videogames at least once in their lives, with a significant distribution of the time spent playing such games: 33.3 % play for 3-6 hours per week, 23.8 % for 1-3 hours, 31 % for less than an hour and 11.9 % for more than 6 hours. These data reflect the deep integration of videogames in the daily life of young athletes, in line with global trends in contemporary youth culture. Importantly, 57.1 % of the respondents believe that playing football videogames positively influences their motivation to play traditional football. This suggests that videogames can act as a motivational element, providing a complementary experience that enriches interest in traditional football. This phenomenon can be explained through self-determination theory, whereby activities that fulfil the needs for competence, autonomy and relationships can increase intrinsic motivation (Ryan & Deci, 2000). Football videogames, with their dynamics of challenge and progression through levels of difficulty, can satisfy the need for fun, while online communities can satisfy the need for relationships, thus also reinforcing the motivation to play traditional football through the transfer of individual and team tactical skills and decision making. The overall perception of the effect of football videogames in the youth sport context is predominantly positive. However, a small minority expressed negative opinions, indicating a concern about the potentially negative effects of videogames. These countervailing opinions are in line with the literature discussing both the benefits and risks associated with videogames and align with sociometric statistical trends. On the one hand, studies suggest that videogames can improve several cognitive and psychological skills, such as problem solving and hand-eye coordination (Granic et al., 2014). On the other hand, there are concerns about addiction to videogames and the negative impact on psychophysical health, especially if the use of videogames replaces physical activity (Anderson et al., 2017). There is broad recognition of the positive balance between videogaming and sports activity. Videogames can highlight positive football role models, but excessive gaming may lead to addiction, whereas regular physical activity helps counteract sedentary behavior, as noted by Biddle and Asare (2011). The Chi-Square analysis showed a significant relationship between weekly time spent playing football videogames and perceived improvement in football-related cognitive skills with a p = .001. This result suggests that the more time young athletes spend playing football videogames, the more they perceive an improvement in their cognitively charged motor skills Previous studies support this connection, indicating that videogames, particularly action games, can improve specific cognitive skills, such as the ability to process visual information and decision-making (Bavelier et al., 2012). The results of this study align with this evidence, with more than 70 % of participants perceiving an improvement in their cognitive skills using videogames. These data reinforce the idea that videogames may represent an opportunity to develop skills that are also transferable to the traditional sports context, confirming previous observations that digital games promote strategic thinking and problem-solving. In the context of football games, these skills could translate into a better understanding of game tactics and a greater ability to anticipate the tactical choices of opponents. Another significant relationship is between the perception that football videogames positively influence motivation to play football and the time spent playing football videogames, with a p = .032. This suggests that more time spent playing football videogames is associated with a greater perceived increase in motivation to play traditional football, and this finding dispels the common notion that virtual activity harms traditional activity. Engagement in football videogames could strengthen the desire to improve one's skills in traditional football as well, acting as a bridge between virtual and traditional physical activity. Finally, there is a significant relationship between the perception that football videogames positively influence motivation to play football and the perception that videogames can influence career choices in football, with a p = .010. This indicates that participants who believe football videogames increase their motivation are also more likely to believe that such games can influence their career decisions in football. This relationship is particularly relevant in the context of videogames, where increasing professionalization and economic attractiveness may lead young people to consider alternative career paths in eSports. The literature suggests that positive experience in videogames may lead young people to explore professional opportunities in this emerging field (Hamari & Sjöblom, 2017).

Practical Implications

The results of this study offer valuable insights for coaches, educators, and sports clubs involved in youth football. Football videogames appear to support the development of cognitive and motivational aspects related to traditional football, offering a potential tool for engagement, especially among younger or less active athletes. Integrating controlled gaming sessions into sports education programs could enhance tactical awareness and decision-making. Additionally, understanding the dual role of football videogames as both entertainment and skill-enhancement can help clubs develop more holistic training strategies that reflect the evolving interests of digital-native athletes. Moreover, clubs and federations could leverage the positive perception of eSports to promote balanced and structured use of videogames, reinforcing their value as a complementary rather than competitive activity to physical sport. Recognizing eSports as part of the broader sporting culture may also open up new communication channels between clubs and youth players, increasing engagement and retention.

Limitations of the Study

This study presents several limitations that should be acknowledged. Firstly, the relatively small sample size limits the generalizability of the findings. Future studies should include larger and more diverse samples to validate the

observed trends across broader populations. Secondly, the use of a convenience sampling method and the subjective nature of the self-reported data introduce potential biases, such as social desirability or misinterpretation of questions. Another critical limitation is the aggregated analysis of responses, which may overlook important differences between demographic subgroups (e.g., age, gender, football experience). Additionally, the questionnaire relied on participants' self-perception, which may not accurately reflect actual cognitive or motivational outcomes. Finally, varying levels of cognitive and educational development among participants may have influenced their understanding and interpretation of the questions, particularly among the youngest athletes.Further research could incorporate objective measurements of cognitive-motor performance and more detailed subgroup analysis to refine and expand upon these preliminary findings. Expanding the study across different geographic regions and club contexts would also help assess the broader applicability of the insights gained.

Conclusion

The results clearly indicate that football videogames exert a significant influence on aspects such as motivation, development of technical and tactical skills, and career choices, highlighting both opportunities and challenges. The emergence of significant correlations between time spent playing football videogames and perceived improvements in cognitive and motivational skills underlines the potential of these digital tools in supporting the development of skills that are also useful in traditional football. In particular, the game dynamics present in football videogames, such as the simulation of tactical and decision-making situations, offer a unique opportunity to hone skills such as game vision, decision making and responsiveness on the pitch. In light of these findings, it is possible to envisage targeted practical applications, such as the controlled integration of football videogames into youth training programmes, to develop individual and team tactical skills in a simulated environment. A completion of the study could further test the correlation hypothesis between tactical and cognitive skills developed through videogames and their transfer to the field. This could include practical field tests to measure improvement in game vision, quick decision-making and responsiveness in traditional game situations. It is also essential to promote a balanced use of videogames, integrating physical activity and social and cognitive development through practices that balance the benefits of videogames with the potential risks. Educational and training approaches for coaches and young athletes could maximise the benefits of eSports as a complementary tool in sports preparation, helping to build comprehensive and sustainable development paths.

Conflict of Interest

The authors declare that there is no conflict of interest.

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На шляху від футбольного поля до ігрової консолі: Вивчення ролі футбольного кіберспорту в розвитку юних футболістів

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Авторський вклад: A – дизайн дослідження; B – збір даних; C – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 9 с., 3 табл., 31 джерело.

Мета дослідження. Метою дослідження було проаналізувати вплив футбольного кіберспорту на рівень сприйняття юних футболістів, зосередившись на ключових компонентах, а саме: мотивації, розвитку технічних і тактичних навичок та виборі кар'єри у футбольному контексті.

Матеріали та методи. У дослідженні взяли участь 42 юні футболісти, які грають як у традиційний футбол, так і у футбольні відеоігри. Учасникам було запропоновано спеціальний опитувальник (ad hoc questionnaire), розділений на три частини: ідентифікація вибірки, вплив кіберспорту на прагнення та перспективи, а також взаємозв'язок між цифровою та традиційною практикою. Статистичний аналіз включав точний тест Фішера та критерій хі-квадрат.

Результати. Результати показують, що 57,1 % досліджуваних повідомили про підвищення мотивації, особливо у осіб підліткового віку. Крім того, 73,9 % відчули покращення когнітивних навичок, пов'язаних з футболом, що позитивно вплинуло на фактичну результативність (69 %). Спостерігалися значні взаємозв'язки між годинами, проведеними за відеоіграми, та сприйнятим поліпшенням когнітивних навичок ($p = .001$), мотивації ($p = .032$), а також впливом на вибір кар'єри останніх ($p = .010$).

Висновки. Дослідження чітко продемонструвало, що футбольний кіберспорт надає цінну підтримку традиційному спортивному напрямку, стимулюючи мотивацію та тактичні навички. Також цей вид спорту цифрового покоління може бути інтегрований у тренувальний процес юних футболістів з метою сприяння їхньому розвитку та реалізації досягнень.

Ключові слова: когнітивні навички, футбол, відеоігри, опитувальник.

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